

## **FALKNER HOUSE ASSESSMENT AND RECORDING POLICY - includes EYFS**

**(please also see the Marking Policy and Parent Handbook - Logistics)**

Accurate assessment of children, their strengths, weaknesses and ‘where they are at’ compared both to the curriculum and syllabus and to their peers lies at the heart of the good and effective teaching at Falkner House. Ongoing formative assessment is an integral part of learning and development. It involves teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Assessment helps parents and teachers to recognise children’s progress, understand their needs, and to plan activities and support and of course, to promote attainment. Our fundamental belief is that maximum pupil progress is best achieved by charging each and every teacher with the task of excellence in teaching and consequently excellence in learning. This is our commitment to our pupils. The headteachers monitor this by informal but constant “walking the floor”. The goal is for each child to be taught so that they can achieve their maximum during their years at the school. There is always a great deal of formal (inset and /or staff meetings) and informal staff discussion about how best to assess progress and attainment. Aside from informing parents, measurement against national norms may not be particularly helpful. Ultimately each teacher knowing their pupils intimately, monitoring their progress most carefully throughout the year and having the highest of realistic expectations of each pupil’s efforts and achievements is seen as much more meaningful than a one-off test.

At all times we want the children to be making the appropriate and their best progress for both themselves and their stage of school career. We want the absolute best for them in the long term and in terms of the highly competitive, 7+,8+ and 11+ (as relevant) but equally, we are very conscious of the dangers of burn-out. Parents are kept up-to-date with their child’s progress and development.

- Base line teacher led assessments (FH criteria) are done early in the Autumn term of Reception (maths, English and behaviour) to give an initial reference point.
- Judgements (on FH criteria) of performance and potential in maths, English and ‘behaviour’ are done at the end of each term R- Y6 at the year end. They are coded according to Falkner House criteria: A green, B white, C red or D purple denoting exceeding, good, satisfactory or below the standard expected at Falkner House. These judgements are informed by our assessment of the children’s capabilities).
- From Year 2 children have twice yearly school assessments / exams in English and maths and as the children get older more subjects may be included.
- In Ys 1-3 ,children may have standardized English and maths tests. The Y1 tests at FHB aid discussions with parents as to their son’s chances of success in 7+ exams.
- There may be end of topic tests or other written assessments during the course of a section to ascertain the pupils’ progress and understanding.
- In Y3 children sit standardized CAT tests (VR, NVR, spatial and quantitative).
- All tests at all ages are examined closely and compared with a child’s class work and teacher expectations and knowledge of that child’s general performance. Any discrepancies with the class as a whole re flagged. Assessment results, alongside performance in class and in homework, are used to decide further planning.

- Examination scripts in Years 4-6 are given back to pupils in order to discuss and review - parents may peruse them in school (they are not sent home). Marks are included in the end of year reports for parents.
- Children are prepared to sit external examinations (both regular and scholarship) for both at 7+,8+ and 11+. Exam and interview practice is done at appropriate moments to prepare for these exams.
- Years 5 and 6 enter the Primary Maths Challenge in December each Y6
- All of the above 'official' assessments are entered on the school 'year group performance' global log. The FH coding system is also used for CAT's tests etc and EAL when we note the languages used by parents and whether this has resulted in any linguistic issues for the child
- All pupils from Reception to Year 6 have their classwork monitored and marked on a careful and regular basis with feedback given to aid future progress. The children's progress is constantly monitored; tasks and support are differentiated to meet the needs of both the very able child and the child who may need additional support.
- Each child's level of development is continuously assessed in the context of Falkner House expectations, their own potential and the school curriculum.
- At the end of each year, the current form teacher meets the next year's teacher to discuss each child's report and general approach to learning and their strengths and weaknesses. The new teacher is thus informed about each child's stage of development and learning needs so as to assist with the planning of activities.
- Copies of the current and past year's examination scripts and question papers are labelled and stored in plastic wallets in the class Sample Box allowing teachers to assess the progress of their cohort.
- A dyslexia screening test is done in Year 2 (FHB) Year 3 (FHG)

## ENGLISH

**Creative writing R - Year-6** all children complete a piece of creative writing as a progress journal at the same time each term to aid individual target setting and assessment of individual attainment and improvement on a regular termly basis. In the lower school Progress Journals may be used as the creative writing assessment with a grade/ mark given on a separate sheet - marking is done with appropriate age expectations. Additional English creative writing papers may also be set in part so as to help prepare for exams at 7+,8+ and 11+.

**Reading Scheme: R – Y3 (FHG) and R- Y4 (FHB)** Children progress through our reading scheme on a very carefully monitored basis. A child progresses up a level only as a result of a reading assessment which monitors comprehension and inference as well as decoding. The level reached at the end of each term is noted on the class global sheet. Once a child is off the reading scheme, progress in reading is observed by teachers a) by noting what book they choose from the school library and discussing this with the child, b) when the children are reading out loud in class.

**SPAG** assessed via dictations, as part of creative writing and written comprehensions with the expectations of the 7+, 8+ and 11+ in mind.

**Comprehension:** assessed initially orally through the reading scheme as noted above. From Summer in Y1 (only if appropriate for an individual child) and in Ys 2 -6 comprehension is assessed in writing. Comprehension of written instructions/ questions in other subject areas is also monitored.

## **MATHS**

Formal written assessments start in Year 1 and may include some mental maths questions. Care is taken to have a logical progression in terms of difficulty of paper. The papers will get longer and include more mathematical concepts and each concept will be examined in greater depth. The papers are set on the basis of the Falkner House curriculum which is itself designed to show logical and appropriate progression through the years.

## **GEOGRAPHY, HISTORY, HISTORY OF ART and MYTHS and LEGENDS, R.E., SCIENCE**

In Reception – Year 3 assessment is formative and ongoing. Feedback is given to children through marking and in oral feedback. Development points are discussed with the child on an individual basis, or as a whole class where appropriate. In Years 4-6 there may be there may be written tests, testing knowledge and or skills. Feedback is given to individual children with their marks and their personal targets. Teachers should use their discretion as to the validity of written v. oral assessments depending on the age, group and capability of the children that they are teaching. As regards RE the majority of understanding is based on oral methods and involves both ‘learning about’ and ‘learning from’ and inevitably it will never be easy to assess the second

## **ICT**

Work is shared and viewed during lessons via Smartboards to allow a continuous process of teacher assessment, peer assessment and personal development. Pupil work is stored in pupil folders within Google Drive and this work can then be reviewed by teachers and pupils. At the end of each topic, each pupil’s work is assessed by teachers and self-assessed by the pupil.

## **MUSIC**

Direct observation by the teacher is the main means of collecting evidence through the pupils' performances, responses to questions, discussion, and assessment of their own and others' performances. Assessments are made with regard to progress and attainment in participation, enjoyment and the key techniques.

## **ART**

Assessments are made informally with regard to progress and attainment in:

- Investigation, design construction and evaluation skills
- Use of imagination & creativity and the ability to express themselves through their work.
- Understanding of techniques, media and skills and use of various tools
- Understanding of the formal elements e.g. texture, tone, perspective, tone

## **SPANISH and LATIN**

Oral performance will be noted together with regular vocabulary tests and written tasks as appropriate.

## **PHSEE**

Work is largely oral in nature, grades are not awarded, but appropriate observations may be made. No separate comments are made in the written reports, performance may be referred to in the general comments section.

## **PE**

Direct observation by the teacher is the main means of collecting evidence through the pupils' performances, and assessment of their own and others' performances. Pupils' progress is assessed against objectives from the department's schemes of work for example, accuracy, control, effort, ability to work alone, with a partner and in a team, agility, stamina and creativity. Due to the competitive nature of some aspects of PE, it is also possible to compare children's achievements with those in other schools, e.g. matches, galas and athletic meetings. A note is kept of any awards given, squads they have been selected for and results of any competitions entered.

**Early intervention.** Assessment is vital so as to enable early identification of lack of progression or attainment. Teachers are charged with identifying a child who is making less than satisfactory progress in Falkner House terms – therefore showing an inability to progress through the curriculum. Appropriate intervention/support is then immediately put in place/given (1:1 or small group – during the lessons and/or out of school time). Senior teachers play a key role in assisting teachers making these important judgements. Teachers address learning and development needs in partnership with the special needs co-ordinator; parents and any relevant professionals and will bear in mind whether a child may have a special educational need or disability which requires specialist support. Should such a need or disability be diagnosed, Falkner House would link with, and help families to access, relevant services from other agencies as appropriate. Details will be given of any targeted plan to support the child's future learning and development.

**Differentiation (English/maths).** Teachers must use their judgement based on their own knowledge of the children (largely evidenced by what they see in class) when deciding whether a child should sit an assessment paper and, if they do sit a paper, which one they should sit. This is particularly relevant for Year 1 and 2 boys and any child who is performing at a significantly lower level than their Falkner House peers.

### **Nursery and Reception - EYFS**

Falkner House has been given permission by the DfE to opt out of the teaching and learning aspects of the EYFS and thus does not produce an EYFS profile for children in Nursery or for children at the end of the Reception year. Instead the Nursery and Reception teachers consider carefully on each child's performance and approach to all areas of learning and development to form the basis of written (at the end of Summer term) reports and feedback given to parents. Parents are told in the Parent handbook and in class briefings that they are welcome to make an appointment at any time to discuss their child's progress.

**Nursery** Children may arrive at Falkner House with a completed "Progress Check at Age 2" If so, the contents will be noted and any areas of concern discussed with parents.